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ABSTRACT

The purpose of this study was to collect data concerning the handicapped students who are enrolled in home economics and to determine the type of training that should be provided for home economics teachers in Missouri. Survey instruments were sent to all home economics teachers in consumer and homemaking programs and occupational programs in secondary schools in Missouri in the school year 1977-78. The results of the study based on a thirty-six percent return indicated that eighty-four percent of the teachers reported having handicapped students enrolled in their classes with learning disabled and educable retarded students representing the greatest handicapped enrollments. The home economics teachers recognized a need for additional training. Findings of the study suggested the following recommendations: (1) evening classes for college credit should be offered in various sections of the state, particularly in St. Louis and Southeast and Central Missouri, where the greatest need exists; (2) after-school non-credit inservice training should be provided in each section of the state; (3) priority should be given to providing instructional materials and resources to use with handicapped students; and (4) support should be given for the use of teacher aides in home economics classrooms and home economics teachers should be encouraged to utilize services and resources of special teachers in their schools. (A copy of the teacher's needs survey is included.) (Author/CSS)

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FINAL REPORT

DETERMINATION OF MISSOURI HOME ECONOMICS TEACHERS' TRAINING NEEDS RELATED TO INSTRUCTION OF HANDICAPPED STUDENTS

(Project No. 2277)

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July 31, 1978

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DETERMINATION OF MISSOURI HOME ECONOMICS TEACHERS' TRAINING NEEDS RELATED TO INSTRUCTION OF HANDICAPPED STUDENTS

ABSTRACT

Home economics has provided a curriculum whereby all students, including the handicapped and disadvantaged, can acquire essential skills and training needed for occupational preparation and personal and daily living skills. Recent legislation has mandated that the handicapped student will be provided an equal opportunity to all education.

Therefore, the purpose of this study was to collect data concerning the handicapped students who are enrolled in home economics and to determine the type of training that should be provided for home economics teachers in Missouri.

Survey instruments were sent to all home economics teachers in consumer and homemaking programs and occupational programs in secondary schools in Missouri in the school-year 1977-78.

The results of the study based on a 36 percent return indicated that 84 percent of the teachers reported having handicapped students enrolled in their classes with learning disabled and educable retarded students representing the greatest handicapped enrollments. The home economics teachers recognized a need for additional training.

The findings of the study suggested the following recommendations:

1) Evening classes for college credit should be offered in various sections of the state, particularly St. Louis, Southeast, and Central Missouri where the greatest need exists.

2) After-school non-credit in-service training should be provided in each section of the state.

3) Priority should be given to providing instructional materials and resources to use with the handicapped student.

4) Support the use of teacher aides in the home economics classroom and encourage home economics teachers to utilize the services and resources of the special teachers in their schools.

STATEMENT OF THE PROBLEM

Home economics has provided a curriculum whereby all students, including the handicapped and disadvantaged, can acquire essential skills and training needed for occupational preparation and personal and daily living skills.

The Education for All Handicapped Children Act of 1975 (P.L. 94-142) has mandated that the handicapped student will be provided an equal opportunity to all education. The Education Amendments of 1976 (P.L. 94-482) has placed additional responsibility on vocational programs to serve the handicapped.

Research has indicated that home economics teachers in Missouri realize a need for additional training to provide the expertise necessary to teach the handicapped.

Therefore, the purposes of this study was to collect data concerning the handicapped students who are enrolled in home economics and to determine the type of training that should be provided for home economics teachers in Missouri.

OBJECTIVES

The objectives of the survey were to:

1. Determine the types and numbers of handicapped students presently enrolled in consumer and occupational home economics.

   a. The 273 teachers who responded to the questionnaire reported the following handicapped students presently enrolled in their classes:

Type of Handicap	Percentage of Teachers Reporting the Handicap	Total No. Reported
educable retarded	54.58	719
learning disabled	56.04	823
emotionally disturbed	33.70	408
hearing impaired	22.34	105
deaf	4.03	11
visually impaired	24.18	289
blind	1.47	4
speech impaired	30.4	244
mute	.73	1
paralysis of both legs	2.2	20
paralysis of all four limbs	1.1	18
cerebral palsy	5.13	60
rheumatoid arthritis	5.5	16
heart disease	6.1	25
epilepsy	25.28	99
amputee	5.13	14
resperatory problems	8.80	46
other	2.93	23
multi-handicapped	30.88	621
Total	84.25*	2925**

*Percentage of teachers reporting handicapped students
**Total of all handicapped students reported

A high percentage of the teachers indicated having some handicapped students in the home economics classroom. Educable retarded and learning disabled students were most frequently reported.

2. Estimate the possible increase in types and numbers of handicapped that may be enrolled in home economics programs in the next three years.

   a. The projected data were limited with 79.49 percent of the teachers unable to provide information. The data were reported as follows:

Type of Handicap	Percentage of Teachers Reporting the Handicap	Total No. Reported
educable retarded	16.48	471
learning disabled	15.02	360
emotionally disturbed	9.16	288
hearing impaired	3.66	32
deaf	1.83	25
visually impaired	5.13	45
blind	1.83	7
speech impaired	7.33	82
mute	1.10	1
paralysis of both legs	1.47	4
paralysis of all four limbs	.37	1
cerebral palsy	.73	3
rheumatoid arthritis	1.47	5
heart disease	1.83	8
epilipsy	3.66	48
amputee	.73	2
respiratory problems	2.56	43
other	1.10	5
multi-handicapped	----	--
Total	20.51	1430

The data are somewhat limited but follow the same trends as the current enrollment data. Educable retarded and learning disabled students are identified in greater numbers than any other handicapped student.

b. The data for each section of the state were cross tabulated with each handicap. The chart that follows is a breakdown of each handicap by section of the state.

TEACHERS REPORTING HANDICAPPED STUDENTS BY SECTIONS OF MISSOURI

Type of Handicap	Central		Kansas City Area		St. Louis Area		Northeast		Northwest		North Central		Southeast		Southwest		South Central	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
Educable retarded	30	11.07	13	4.80	18	6.64	13	4.80	12	4.43	6	2.21	31	11.44	14	5.17	11	4.06
Learning disabled	23	8.49	22	8.12	23	8.49	9	3.32	15	5.54	5	1.85	24	8.86	17	6.27	10	3.69
Emotionally disturbed	11	4.06	13	4.80	19	7.01	6	2.21	7	2.58	2	.74	17	6.27	8	2.95	5	1.85
Hearing impaired	10	3.69	9	3.32	11	4.06	4	1.48	3	1.11	0	.00	11	4.06	5	1.85	6	2.21
Deaf	0	.00	1	.37	6	2.21	0	.00	1	.37	0	.00	3	1.11	0	.00	0	.00
Visually impaired*	10	3.69	7	2.58	10	3.69	9	3.32	6	2.21	3	1.11	10	3.69	3	1.11	5	1.85
Blind	1	.37	1	.37	1	.37	0	.00	1	.37	0	.00	0	.00	0	.00	0	.00
Speech impaired	11	4.06	7	2.58	11	4.06	8	2.95	5	1.85	4	1.48	18	6.61	10	3.69	7	8.64
Mute	0	.00	0	.00	0	.00	0	.00	0	.00	0	.00	0	.00	1	.37	0	.00
Paralysis of both legs	0	.00	1	.37	1	.37	1	.37	0	.00	0	.00	1	.37	1	.37	0	.00
Paralysis of all 4 limbs	0	.00	1	1.5	1	.37	0	.20	0	.00	0	.00	0	.00	1	.37	0	.00
Cerebral palsy	2	.74	2	.74	4	1.48	0	.00	4	1.48	0	.00	0	.00	1	.37	1	.37
Rheumatoid arthritis	0	.00	2	.74	2	.74	3	1.11	0	.00	1	.37	2	.74	0	.00	3	1.11
Heart disease	2	.74	5	1.85	6	2.21	2	.74	0	.00	0	.00	0	.00	1	.37	2	.74
Epilepsy	9	3.32	10	3.69	17	6.27	1	.37	7	2.58	1	.37	10	3.69	8	2.95	4	1.48
Amputee	1	.37	3	1.11	6	2.21	1	.37	0	.00	0	.00	2	.74	1	.37	0	.00
Respiratory problems	2	.74	5	1.85	4	1.48	1	.37	3	1.11	1	.37	6	2.21	1	.37	0	.00
Other	0	.00	0	.00	2	.74	2	.74	1	.37	0	.00	1	.37	1	.37	0	.00

*Some respondents included students wearing glasses.

The data indicate that St. Louis has the greatest percentage of handicapped students. Southeast Missouri also ranked high in numbers.

c. Listed below is a ranking of each section of Missouri from greatest number to least reported.

Sections of Missouri ranked by total of teachers reporting each handicap.

St. Louis
Southeast
Central
Kansas City
Southwest
Northwest
Northeast
South Central
North Central

These results may be attributed to better response from the home economics teachers in certain areas as well as greater numbers of handicapped students in home economics classrooms in some sections of the state. Better identification of handicaps could also be a contributing factor.

3. Assess the need for in-service credit workshops to provide training for home economics teachers in working with the handicapped.

a. When asked to indicate if they had previous training in teaching handicapped students, the teachers responded as follows:

	Number	Percentage
No	195	71.43
Yes	78	28.57

b. The teachers reported the following on the need for additional training for teaching the handicapped student.

	Number	Percentage
No	83	30.40
Yes	190	69.60

It is interesting to note that the percentage of teachers reporting the need for additional training is very nearly the same as the percentage of teachers who indicated they had no previous training on teaching the handicapped student.

c. The teachers were asked to identify the type of inservice sessions they were most interested in attending with the following results:

	Number	Percentage
No response	82	30.15
College credit course	101	37.13
Non-credit workshop	54	19.85
Both checked	33	12.13

d. Those who checked the college credit course were asked to identify the most convenient time. The results were as follows for first choice and second choice when indicated.

	First Choice		Second Choice	
	Number	Percentage	Number	Percentage
No response	138	50.74	235	86.40
Evenings	73	26.84	1	.37
Weekends	17	6.25	5	1.84
On-campus, summer session course	16	5.88	3	1.10
On-campus, two-week workshop	27	9.93	28	10.29

The data indicate that evening classes are most favored for college credit courses. On-campus workshops rate higher as a second choice.

4. Assess the need for in-service non-credit workshops to provide training for home economics teachers in working with the handicapped.

a. The teacher interested in non-credit workshops indicated the most convenient time for the non-credit workshop participation would be:

	First Choice		Second Choice	
	Number	Percentage	Number	Percentage
No response	192	70.59	231	84.93
After school, afternoon	39	14.34	2	.74
Evenings	10	3.68	7	2.57
Saturdays	7	2.57	1	.37
Summer	8	2.94	14	5.15
State MVA conference	16	5.88	17	6.25

The survey indicated there was limited interest in non-credit workshops, with afternoon as the most desirable time. The favored alternative was a

workshop during the Missouri Vocational Association conference.

5. Determine the number of home economics teachers interested in participating in a summer on-campus workshop to provide training for working with the handicapped.

   The response to the question of interest in attending a two-week workshop (2 hours college credit) to provide training for working with handicapped students was as follows:

	Number	Percentage
No interest	197	72.16
Interested	74	27.11

6. Determine the extent to which teaching aides are being provided to assist with the teaching of the handicapped in home economics.

   a. The teachers were asked if teaching aides were being provided to assist with the teaching of handicapped students in home economics. The following information was reported:

	Number	Percentage
No	239	87.55
Yes	32	11.72

   b. When asked if a need for aides to assist the handicapped students in the home economics classroom existed, the following response was made:

	Number	Percentage
No	166	60.81
Yes	107	39.19

The findings indicate that only in a limited number of schools are aides being used, however the need for additional aides exists in many schools.

7. Determine the extent to which home economics teachers are responsible for training the teaching aides.

   a. If teaching aides were being provided, the respondents were asked to identify areas of shared responsibility with other school personnel. The data were reported as follows:

	Number	Percentage
No response	245	90.11
Recruiting	5	1.83
Selecting	8	2.93
Training	---	----
Supervising	5	1.83
Other	9	3.29

The reported data indicate that home economics teachers have some shared responsibilities for the teaching aides but they do not include training the aides. The category "other" was identified most frequently and this could represent some aspects of training.

8. Assess the need for resources to assist the home economics teacher with teaching the handicapped.

   a. The teachers were asked to identify topics which were considered of value to them. The following topics were identified.

	Number	Percentage
Legislation	64	23.44
Empathy and general awareness	107	39.19
Community agencies and support staff	75	27.47
Appropriate instructional resources	197	72.16
Individual educational plans	91	33.33
Classroom organization	115	42.13
Behavior management	130	47.62
Evaluating academic progress	141	51.65
Communication with student and family	107	39.19
Special problems and counseling	80	29.30
Teaching aides	48	17.58
Other	4	1.47

The results reveal that the greatest need for additional information was for appropriate instructional materials and resources to use with handicapped students. The other topic of greatest concern was evaluating academic progress of the handicapped student.

Additional Findings. Other items included in the questionnaire provided the following information based on a 36 per cent return.

1. The respondents were asked to identify community size with the following data reported:

	Number	Percentage
No response	16	5.86
Under 5,000	98	35.90
5,001 to 10,000	57	20.88
10,001 to 20,000	25	9.16
20,001 to 50,000	24	8.79
50,001 to 100,000	18	6.59
Over 100,000	34	12.45

2. The section of Missouri in which the teachers' schools were located were identified as follows:

	Number	Percentage
No response	9	2.58
Central	39	14.39
Kansas City	28	10.33
St. Louis	56	20.66
Northeast	18	6.64
Northwest	21	7.75
North Central	8	2.95
Southeast	49	18.08
Southwest	28	10.33
South Central	17	6.27

3. The teachers were asked to identify the grades they were presently teaching with the following data reported:

	Number	Percentage
K-6	1	.37
Grade 7	38	14.00
Grade 8	74	27.11
Grade 9	185	67.77
Grade 10	243	89.01
Grade 11	249	91.21
Grade 12	247	90.48
Adults	10	3.66

4. When asked if the design of the building in which they were teaching could accommodate people in wheel chairs, the following was reported:

No	174
Yes	39

Twenty-four indicated plans were being made to change the building to accommodate handicapped people.

5. Developing an individualized Educational Plan (IEP) is necessary for compliance with the Education for All Handicapped Children Act of 1975, Public Law 94-142. The teachers were asked to what extent they had been involved in helping develop the IEPs. The following responses were given:

	Number	Percentage
No response	9	3.30
Know nothing about it	115	42.13
Minimal input	88	32.23
Some input	42	15.39
Much input	5	1.83

6. The home economics teachers were asked if they were presently working cooperatively with the special teachers in their school to provide an appropriate educational experience for the handicapped students. The following response was made:

	Number	Percentage
No response	12	4.40
No handicapped students	27	9.90
No special teachers available	17	6.23
No cooperation	17	6.23
Minimal cooperation	35	12.82
Some cooperation	104	38.10
High degree of cooperation	61	22.34

The results indicate that many of the home economics teachers are working to some extent with the special teachers in their schools.

POPULATION AND SAMPLE

The sample for the survey included all of the home economics teachers identified by the Missouri State Department of Elementary and Secondary Education who were teaching in vocational programs. Consumer and homemaking teachers and occupational home economics teachers in secondary schools were included in the sample.

The questionnaire was mailed to 756 teachers with 273 returned. This was a return of 36%.

The research was designed to determine the number and types of handicapped students presently enrolled in home economics classes. In addition, the questionnaire attempted to identify the needs of the home economics teachers in teaching the handicapped students. The home economics teachers were in the best position to provide this data, therefore they were the sample selected for participation.

CONCLUSIONS AND RECOMMENDATIONS

The conclusions are based on the 36% return of the questionnaire by home economics teachers in the 1977-78 school year.

Handicapped students were enrolled in home economics in many schools with 84 percent of the home economics teachers reporting handicapped students in their classes.

The greatest numbers of handicapped students reported were learning disabled (56%) and educable retarded (55%). The projected handicapped enrollments also support these data.

When the handicapped enrollment data were analyzed by sections of Missouri, the St. Louis area and Southeast Missouri most frequently reported having handicapped students in home economics.

The home economics teachers (70%) indicated a strong need for additional

training in working with the handicapped student. The teachers preferred college credit course at a ratio of 2:1 (two to one). Evening classes were checked as the most convenient class time with 27 percent of the teachers showing an interest. Ten percent (10%) of the teachers reported a preference for an on-campus, two-week workshop.

Some of the teachers (29%) indicated an interest in a non-credit workshop. Approximately 14 percent of the teachers preferred afternoon, after school workshops, with the second choice being a workshop during the state Missouri Vocational Association (MVA) convention.

A majority (73%) reported they were working with special teachers in their schools to provide an appropriate educational experience for the handicapped students.

The greatest needs identified by the teachers in working with handicapped students are appropriate instructional materials and resources and assistance in evaluating academic progress.

Forty percent of the respondents indicated a need for teacher aides in the home economics classroom with comments suggesting the need would become greater as more handicapped students are mainstreamed.

The findings of the study suggested the following recommendations:

1. Evening classes for college credit should be offered in various sections of the state, particularly St. Louis, Southeast, and Central Missouri where the greatest need exists.
2. After-school non-credit in-service training should be provided in each section of the state.
3. Priority should be given to providing instructional materials and resources to use with the handicapped student.
4. Support the use of teacher aides in the home economics classroom and encourage home economics teachers to utilize the services and resources of the special teachers in their shcools.

As a result of the study, a two-week credit workshop was offered on the University of Missouri-Columbia campus in July 1978.

PROCEDURES

As the initial phase of this project, the investigators contacted people in special education and other areas of vocational education. Survey instruments in similar studies were previewed and provided information for preparation of the questionnaire. A questionnaire was developed and reviewed by people in the College of Home Economics, College of Education and secondary home economics teachers. Revisions were made based on their comments and the questionnaire was sent to the Research Coordinating Unit for approval.

The questionnaires were printed and sent to each teacher identified as teaching consumer and homemaking or occupational home economics in the secondary schools in Missouri in 1977-78. A cover letter was sent along with the questionnaire with a self-addressed, postage-paid envelope.

A Human Subjects form was filed with the Department of Practical Arts and Vocational-Technical Education office to assure protection of all participants.

Upon the return of the questionnaires, the data were transferred to code sheets and scanned into the computer by Missouri State-Wide Testing. The data were then computer analyzed to determine the frequencies, percentages, and cross-tabulations for selected key variables. The analysis was completed with the assistance of a statistical consultant. The output data were carefully analyzed and provided the information for writing the final report on the project.

INSTRUMENTS

The following instruments are included in this report:

1. Cover letter and questionnaire

A description is included in the section on "Procedures."

UNIVERSITY OF MISSOURI-COLUMBIA

College of Education

Department of Practical Arts and
Vocational-Technical Education

Home Economics Education
309 Gwynn Hall
Columbia, Missouri 65201
Telephone (314) 882-8218

March 1978

Dear Home Economics Teacher:

Vocational education has been given the mandate to provide education for all handicapped persons as a result of recent legislation. We know that vocational home economics teachers have been helping serve the needs of the handicapped in many areas for a long time but new and different educational problems may be emerging as a result of the new legislation.

Enclosed you will find a survey instrument designed to assess possible needs home economics teachers may have in trying to provide instruction for handicapped students in home economics classes.

As a result of the survey it will be possible to make decisions about the best ways to assist the home economics teacher in providing instruction for handicapped students.

The survey is being funded by the Research Coordinating Unit of the State Department of Elementary and Secondary Education and the University of Missouri-Columbia. Your cooperation in completing the survey instrument will be appreciated and will provide the basis for future planning. Please complete the instrument and return promptly in the postage paid envelope. Thank you for your assistance.

Sincerely,

Marian Swisher — Betty B. Martin — Anna Cathryn Yost

Mrs. Marian Swisher
Graduate Instructor
Home Economics Education

Dr. Betty B. Martin
Coordinator
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Miss Anna Cathryn Yost
Associate Professor
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Enclosures

an equal opportunity institution

SURVEY OF MISSOURI HOME ECONOMICS TEACHERS' NEEDS RELATED TO THE INSTRUCTION OF HANDICAPPED STUDENTS

1. Name_____ School System_____

2. Population of community in which you teach:

___under 5,000	___10,001 to 20,000	___50,001 to 100,000
___5,001 to 10,000	___20,001 to 50,000	___over 100,000

3. Section of Missouri in which your school is located:

___central	___northeast	___southeast
___Kansas City area	___northwest	___southwest
___St. Louis area	___north central	___south central

4. Grades you are presently teaching include:

___K-6	___9	___12
___7	___10	___adult
___8	___11	

5. Total number of students enrolled in your home economics classes:_____

6. The average class enrollment for your home economics classes is:_____

7. Listed below are handicapping conditions. List the number of students having each condition who are presently enrolled in your classes and the numbers anticipated over the next three years. If a student has more than one handicapping condition, list the student under each condition.

	None presently enrolled (✓)	Number presently enrolled	Number projected enrollment (3 years)	Don't know projected enrollment (✓)
educable retarded	_____	_____	_____	_____
learning disabled	_____	_____	_____	_____
emotionally disturbed or behavior disordered	_____	_____	_____	_____
hearing impaired	_____	_____	_____	_____
totally deaf	_____	_____	_____	_____
visually impaired	_____	_____	_____	_____
blind	_____	_____	_____	_____
speech impaired	_____	_____	_____	_____
mute	_____	_____	_____	_____

	None presently enrolled (✓)	Number presently enrolled	Number projected enrollment (3 years)	Don't know projected enrollment (✓)
paralysis of both legs necessitating the use of a wheel chair	_____	_____	_____	_____
paralysis of all four limbs necessitating the use of a wheel chair	_____	_____	_____	_____
cerebral palsy	_____	_____	_____	_____
rheumatoid arthritis (stiff deformed joints)	_____	_____	_____	_____
heart disease requiring restricted activity	_____	_____	_____	_____
epilepsy	_____	_____	_____	_____
amputee (specify limb or limbs)_____				
_____	_____	_____	_____	_____
respiratory problems	_____	_____	_____	_____
other (please specify)				
_____	_____	_____	_____	_____

8. Total number of handicapped students presently enrolled in your home economics classes:_____

9. Total number of students having more than one handicap presently enrolled in your home economics classes:_____

10. Total number of handicapped students anticipated in your home economics classes in the next three years:

_____Total number _____None _____Don't know

11. Does the design of your building accommodate people in wheel chairs?

____Yes ____No

12. If no, are plans being made to change the building to accommodate handicapped people?

____Yes ____No

13. Developing and Individualized Educational Plan (IEP) is necessary for compliance with the Education for All Handicapped Children Act of 1975, Public Law 94-142. To what extent have you been involved in helping develop the IEPs?

____Know nothing about it
____Minimal input
____Some input
____Much input

14. Are you presently working cooperatively with the special teachers in your school to provide an appropriate educational experience for your handicapped students? Check one.

____No handicapped students
____Special teachers not available
____No cooperation with special teachers
____Minimal cooperation with special teachers
____Some cooperation with special teachers
____High degree of cooperation with special teachers

15. Are teaching aides being provided to assist with the teaching of handicapped students in home economics?

____Yes ____No

16. If yes, identify the areas in which you share responsibility with other school personnel:

____Recruiting teaching aides to work with the handicapped students
____Selecting teaching aides to assist in the home economics classroom
____Training teaching aides to assist with the teaching of the handicapped
____Supervising the work of the teaching aides
____Other (please list)_____
_____
_____

17. If no, does a need for aides to assist the handicapped students in the home economics classroom exist?

____Yes ____No

18. Have you had any pre-service or in-service training dealing with students with handicaps?

____Yes ____No

19. If yes, please list the training you have received:_____
_____
_____
_____

20. Do you feel the need for additional training for teaching the handicapped student?

____Yes ____No

21. If yes, identify the types of sessions that you would be interested in attending.

(a)____college credit course
(b)____non-credit workshop

22. If you checked (a) on question 21, complete the following. The most convenient time for college credit course participation would be:

____One evening a week, during the school year
____Weekends, Friday evenings and Saturdays
____On campus, summer session course
____On campus, two-week workshop

23. If you checked (b) on question 21, complete the following. The most convenient time for non-credit workshop participation would be:

____After school, afternoon
____Evenings
____Saturdays
____Summer
____State Missouri Vocational Association -- Missouri Home Economics Teachers Association conference

24. Would you be interested in attending a two-week workshop (2 hours college credit) to provide training for working with handicapped students? If enough interest is shown, such a workshop could be provided on the University of Missouri-Columbia campus July 10-21, 1978.

____Yes, I am interested ____No interest

25. Which of the following topics relevant to working with handicapped students would you consider valuable?

____(a) national and state requirements and policies (laws)
____(b) empathy and general awareness of handicapping conditions
____(c) information about community agencies and in-school support staff working with the handicapped
____(d) appropriate instructional materials and resources to use with handicapped students
____(e) educational planning to include writing individual education plans (IEP)
____(f) classroom organization, including equipment and facilities
____(g) behavior management (discipline problems)
____(h) evaluating academic progress of the handicapped students
____(i) communicating with handicapped student and family
____(j) special problems and procedures of counseling
____(k) recruiting, training, and working with teaching aides
____(l) other (please specify)_____

_____

Thank you for completing the survey. Please return by April 15.